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| Assessment Task Planner  ***Sample Template*** | | | | | | |
| Year Group | 11 | Language | | Chinese | | |
| Name of Unit | Topic: Education and aspirations  Sub topic: School life, routine, subjects and exam | | | | | |
| Goals of the task | By doing this task, the students will demonstrate their ability to:   * Talk about school subjects, school life and * Understand and use a range of vocabulary related to school life * Understand and use the following structures: | | | | | |
| Type of task  Eg. Group project; In-class test;  Take-home project; Presentation | * Take home (reading comprehension – answer questions in English); In class test (writing part – use the information to write an article in Chinese comparing school life in two countries. The article should be suitable for publishing in a school magazine) | | | | | |
| The Task   * What will the students do? * How will they demonstrate their understanding? | Students: Given at the beginning of the Unit, allowing 4-6 weeks to complete  Step 1: 2 or 3 articles to students at the beginning of the Unit (schooling in China)  Step 2: Check in points along the way 1-2 lessons given to assist with the drafts of writing - components | | | | | |
| Skill/s to be targeted  (tick all that apply) | Listening | | Reading  20% | | Writing  10% | Speaking |
| Content  What knowledge will students be asked to demonstrate?  Eg. Daily Routine vocabulary, subjunctive tense | * Daily routine vocabulary * School subjects vocabulary * Asking for reason, and answer * Describing one’s talent | | | | | |
| Syllabus outcomes | 1.3 Exchanges and justifies opinions and ideas  1.2 Conveys information appropriate to context, purpose and audience  2.1 Applies knowledge of language structures to create original text  2.2 Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience | | | | | |
| Marking Criteria | Students will be marked on:   * Reading * identifies and understands focus grammar structures and vocabulary * identifies factual information * understands the gist of the text * interprets and evaluates the ideas and information * Writing * write effectively and appropriately in relation to the audience, purpose and context of the task * accurate use of focus grammar points * well sequenced ideas | | | | | |
| Feedback  How will feedback be provided? | To student:   * Oral and written feedback; marking criteria   To teacher:   * Peer evaluation, student self-evaluation   To parents:   * School report; P/T meeting | | | | | |
| Evaluation/Reflection  How will you evaluate the success of this task? | * Student evaluation of task * Range of marks/grades | | | | | |
| Resources | * Nihao 3 * Chinese Made Easy 3 and 4 * Etc | | | | | |